

Report on the Effectiveness of Representative Mentor Programs

Background Information

Session Law 2007-323 Section 7.17 directs the State Board of Education to evaluate the effectiveness of a representative sample of local mentor programs and report on its findings to the Joint Legislative Education Oversight Committee and the Fiscal Research Division. The report is to include the results of the evaluation and recommendations both for improving mentor programs generally and for an appropriate level of State support for mentor programs.

This report includes information on the retention of beginning teachers in North Carolina, summaries of representative Initial Licensure Programs, data on mentor programs provided through the Teacher Working Conditions Survey, information on other selected mentor programs, and recommendations for improving mentor programs generally. The recommendations reflect discussions of the Mentor Task Force and the State Board of Education budget requests.

Teacher Induction in North Carolina

Since the mid 1980s, North Carolina has had an induction program for beginning teachers. Initially, the program was two years in length. Since January 1, 1998, all teachers who hold initial (Standard Professional 1) licenses are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure. Beginning teachers have paid mentors during their first two years of employment. Within the requirements and guidelines described below, LEAs have the flexibility to develop induction programs that meet the needs of their beginning teachers.

Each LEA must develop a plan and provide a comprehensive program for beginning teachers. This plan must be approved by the local board of education. The plans, which are to be on file in the LEA for review, must:

- (1) describe adequate provisions for efficient management of the program.
- (2) designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) provide for the preparation of an Individualized Growth Plan (IGP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.

- (9) provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
- (10) provide for the maintenance of a cumulative beginning teacher file that contains the IGP and evaluation report(s).
- (11) provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.
- (13) document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program may submit a Beginning Teacher Support Program Plan to the SBE for approval.

In compliance with GS 115C-333, each beginning teacher is to be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher. Each beginning teacher is to be evaluated at least once annually by a qualified school administrator. Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations. Whether or not the assigned mentor may conduct one of the required observations is a local decision.

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, other programs (e.g., Teacher Academy), or develop programs of their own.

Based on the belief that quality mentors are a critical key to the success of beginning teachers, providing needed emotional, instructional, and organizational support, each beginning teacher is to be assigned a qualified, well-trained mentor as soon as possible after employment. If the beginning teacher is not assigned a full-time mentor, to ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system may assign a mentor housed in another school), the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

State Board policy specifies that the following guidelines should be used for mentor teacher selection:

1. Successful teaching in the area of licensure

- Appraisal ratings among the highest in the school (regardless of instrument/process used);
- Strong recommendations from principal and peers;

2. Commitment

- Willingness to serve as a mentor;
- Willingness to participate in on-going annual professional development related to mentoring;

3. *Other*

- Preference for career status teachers who have experience in the district norms, culture, and mission, as well as the State's goals (ABC's), strategic priorities, and standard course of study; and
- Preference given to those who have successfully completed a minimum of 24 contact hours of mentor training.

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the teacher evaluation process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Strategic Priorities, and Goals.

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

The 2008 Budget Bill contained a special provision that requires the State Board of Education to allot funds for mentoring services to local school administrative units based on the highest number of employees in the preceding three school years who (i) are paid with State, federal, or local funds, and (ii) are either teachers paid on the first step or the second steps of the teacher salary schedule or instructional support paid on the first step of the instructional support personnel salary schedule. LEAs are to use these funds to provide mentoring support to eligible employees in accordance with a plan approved by the State Board of Education. This plan shall also include information on how all mentors in the LEAs will be trained to provide mentoring support.

In accordance with the 2008 Budget Bill special provision, the State Board of Education approved the following recommendation:

During the 2008-2009 School Year, LEAs may continue to use their mentor funds in the following ways to support new teachers:

1. implementation of full-time mentor plans previously approved by the State Board;
2. employment of full-time mentors;
3. contracted services of full-time or part time mentors; or
4. monthly supplements for practicing classroom teachers who serve as mentors.

If the beginning teacher is not assigned a full-time mentor, to ensure that the mentor has sufficient time to provide support to the beginning teacher, it is recommended that the mentor teacher be assigned only one beginning teacher at a time. If the assigned mentor is not housed in the same building as the beginning teacher (e.g., to provide a mentor in the licensure area [art, music, physical education] the system may

assign a mentor housed in another school, the system must assure that the mentor is provided sufficient time to meet with and support the beginning teacher.

LEAs may use federal Title II funds, low wealth and small county funds, DSSF funds (if part of the LEA DSSF plan), and other appropriate funding sources to employ mentors.

New legislation, HB 2360, allows a local board of education to assign to serve as full-time mentors the greater of 5 or five percent of the number of National Board Professional Teaching Standards (NBPTS) teachers it has who meet certain eligibility requirements. These teachers shall continue to receive the 12% salary differential.

The 2003 Budget Bill contained a special provision to allow LEAs flexibility in the use of mentor funds. the provision required that LEA plans for the flexible use of mentor funds be submitted to the State Board of Education for approval and that the State Board of Education submit a report on the impact of the mentor programs on teacher retentions. Thirty-seven (37) LEAs had plans approved for the 2007-2008 school year. Of these, 29 implemented programs. They were Asheville City Schools, Beaufort County Schools, Bertie County Schools, Buncombe County Schools, Burke County Schools, Carteret County Schools, Caswell County Schools, Catawba County Schools, Charlotte-Mecklenburg Schools, Chatham County Schools, Clinton City Schools, Craven County Schools, Cumberland County Schools, Davie County Schools, Durham Public Schools, Guilford County Schools, Henderson County Schools, Hickory City Schools, New Hanover County Schools, Newton-Conover City Schools, North Hampton County Schools, Pitt County Schools, Public Schools of Roberson County, Warren County Schools, Wilkes County Schools, Wilson County Schools, Winston-Salem/Forsyth County Schools, Wayne County Schools, Yancey County Schools. Avery County Schools, Chapel Hill/Carrboro City Schools, Greene County Schools, Hoke County Schools, Iredell-Statesville Schools, Jones County Schools, Orange County Schools, and Wake County Schools chose not to implement their proposed programs.

Based on review of annual Initial Licensure Program Reports previously submitted to the Department of Public Instruction, LEAs reported that they conduct the required three-day orientation for beginning teachers and provide all beginning teachers with mentors. They provide system-wide and school level activities for beginning teachers. They use both formal and informal feedback from beginning teachers and mentors to improve their programs.

Teacher Retention in North Carolina

Attachment A provides detailed information on the retention of beginning teachers in North Carolina since the 1995-96 school year. It tracks three cohorts of teachers: those with experience credit when they begin teaching; those with no experience credit when they begin teaching; and lateral entry teachers. Teachers with experience credit may be teachers from other states who received credit for previous teaching experience or teachers without teaching experience who have received credit for other related work experiences. The data indicate that:

- The retention of lateral entry teachers has improved since 1995. However, we are still losing approximately half of the lateral entry teachers after the third year. Retention after one year has increased from 62.5% to 80.1%*; it has increased from 47.5% to 65.7%* after two years; it has increased from 40% to 53.7% after three years; it has increased from 36% to 52.2%* after four years; and it has increased from 31.7% to 48.3%* after five years. (*This represents a slight increase from information provided for 2005-2006.)
- While the retention after one year of beginning teachers with no experience credit is better than that of teachers with experience credit and lateral entry teachers, it has also declined slightly since 1995. It

has gone from 83.7% (1995-1996) to 83.5%(2006-2007)* after 1 year; from 75% to 73.6%* after two years; from 65.9% to 61.4%* after three years; and from 60.6% to 56.4% after four years. After five years, it has gone from 56.2% to 56.0%. (*This represents a slight increase from information provided for 2005-2006.)

- The retention of beginning teachers with experience credit has increased slightly in some cases and decreased in other cases since 1995. It has gone from 78.4% to 81.2% after one year; from 65.4% to 69% after two years; from 58.9% to 62.4% after three years; from 53.5% to 55.7% after four years; and from 50.4% to 45.1% after five years.

Nationwide, it is reported that approximately 50% of teachers leave the profession after five years. In North Carolina, for the most recent five-year cohorts the rates are:

Beginning teachers with no experience credit	56.0%
Beginning teachers with experience credit	51.4%
Lateral entry teachers	48.3%

Data on Mentoring from the 2008 Teacher Working Conditions Survey

In 2008, more than 104,000 educators (87 percent) across North Carolina participated in Governor Easley' s Teacher Working Conditions Survey, providing critical information for every traditional public school about whether or not the faculty perceives that the trusting, supportive environments necessary to enhance student learning and retain teachers are present.

These conditions are especially important for new teachers entering the profession. High quality mentoring is dependent on the presence of many of these working conditions to be effective, including: a supportive environment, teacher engagement in decisions about instruction, school leaders who facilitate the creation of clear and predictable decision making processes, opportunities for mentor and new teacher professional development, and time for educators to work collaboratively.

In addition to general trends evident from the main sections of the survey, specific questions were designed to assess perceptions of the quality of mentoring across the state. Approximately 19,000 teachers in their first three years in the profession (about 7,000 in their initial year) were asked a series of questions about the support they received. About 26,000 North Carolina teachers reported serving as a mentor to new colleagues over the past three years and were asked about their perceptions of the frequency of mentoring and any additional support they received.

Findings from the 2008 Teacher Working Conditions Survey relevant to the discussions of the Statewide Mentoring Task Force include the following.

Needs of New Teachers

New teachers are more likely to agree that they have positive working conditions than mid-career and veteran teachers. On virtually all questions, teachers in their first year are the most likely to note the presence of positive teaching conditions, followed closely by those in their second and third years.

New teachers are more likely to report needing professional development to be effective than veteran teachers. In most professional development areas, new teachers are more likely to report needing additional opportunities to be more effective with their students. While there is little disparity based on years of experience in feelings of preparedness in their content area, closing the achievement

gap and with English Language Learners, there are significant differences in the areas of classroom management, methods of teaching and student assessment. For example, while half (52 percent) of first year and one-third of teachers with two to three years experience (36 percent) indicate a need for more professional development in classroom management, less than one-fifth of those with eleven or more years report a need.

Mentoring

Not all new teachers report being assigned a mentor. Nine out of ten teachers report being assigned mentors for both their first year and/or their first and second year.

Many new teachers report infrequent mentoring. New teachers assigned a mentor do not necessarily receive support (Table 1). One-third of new teachers report never planning during the school day (32 percent) or planning instruction with their mentor (33 percent). One-fifth of new teachers receiving support report never being observed by their mentor.

Table 1
Frequency of Mentoring Reported by New Teachers and Mentors

Mentoring Activity	Supported New Teacher			Mentors		
	Never	Sometimes	At Least Once Per Week	Never	Sometimes	At Least Once Per Week
Planning During the School Day	32%	38%	30%	15%	40%	45%
Being Observed by My Mentor	20%	72%	8%	7%	79%	14%
Planning Instruction with My Mentor	33%	43%	24%	8%	54%	38%
Having Discussions with My Mentor About Teaching	4%	45%	51%	1%	37%	62%

Note: The sometimes category includes responses ranging from less than one per month to several times per month.

While new teachers and mentors are not matched and therefore not necessarily reporting on the same activity, it appears that mentors indicate that there is more support provided than beginning teachers.

Mentor support is not available for all educators working with new teachers. While three-quarters (77 percent) of North Carolina educators serving as mentors to new teachers received some mentor training (i.e. seminars or classes), other supports are rare. About one-third of mentors report receiving release time to observe their mentee (38 percent), receiving common planning time with their mentee (31 percent), and regular communication with school administration (34 percent). Less than one out of ten receive release time to observe other mentors (7 percent) and virtually none receive a reduced number of preparations (2 percent) or teaching schedule (2 percent).

Four out of ten mentors report working with only one beginning teacher and seven out of ten (67 percent) work with two or less.

Principals are not being mentored and have little time to work directly with teachers (new or veteran) on instructional issues. Less than one-third (31 percent) of new principals—those with three years in the principalship or less—were assigned a mentor. When a mentor was assigned, new principals

were positive about the impact in many areas such as instructional leadership, budgeting, school improvement planning, etc.

Of those receiving a mentor, one-third (36 percent) were never observed in their school or did school improvement planning with their mentor (35 percent)

Forty-six percent of principal who were assigned a mentor agreed it was important in their decision to remain a leader in their school and 60 percent said it enhanced their effectiveness as a school leader

Additionally, only half of principals (53 percent) agree that they have sufficient time to focus on instructional leadership issues. Six out of ten principals (57 percent) spend three hours or less in an average week on instructional leadership issues (nine out of ten spend 5 hours per week or less) and one-quarter spend three hours or less (26 percent) observing and coaching teachers.

Of those teachers reporting that they receive mentoring, many report that their mentor provided effective support in many areas. Three-quarters of new teachers receiving mentoring agree that their mentor was effective in supporting instructional strategies (76 percent), classroom management/discipline (76 percent), school and/or district procedures (76 percent), Eighty percent report that their mentor supported their completion of required documentation and 85 percent of new teachers agree that their mentor provided effective general support and encouragement. Two-thirds report effective support from their mentor in their subject area.

Two-thirds of teachers report that school leadership makes efforts to address teacher concerns about new teacher support. Two-thirds of teachers responding to the survey in North Carolina agree that school leadership makes sustained efforts to address concerns about new teacher support. Approximately one out of six teachers (17 percent) disagree that efforts are made. By comparison, 64 percent agreed efforts are made to address concerns about leadership, 66 percent agreed efforts are made to address concerns about teacher empowerment, and 72 percent agreed efforts are made to address concerns about professional development and facilities and resources respectively.

Impact of Mentoring

New teachers report that mentoring is contributing to their success and employment decisions. Three-quarters of new teachers mentored report that it made at least some contribution to their success as a beginning teacher (four out of ten report that their mentoring experience mattered quite a bit or a great deal). About half (45 percent) agree that their mentoring experience was important in their decision to continue teaching at their school.

New teachers who plan to stay in their school receive more frequent mentoring support than those who want to move to a new school or leave the profession. In an examination of the self-reported future employment plans of new teachers who were mentored, those who want to stay in their school more frequently planned during the school day, planned instruction, had discussions about teaching and were observed than those who wanted to move to another school or leave teaching altogether (Table 2).

Table 2
Future Employment Plans of New Teachers and the Frequency of Mentoring Activities

Mentoring Activity	Never			Sometimes			At Least Once Per Week		
	Stayer	Mover	Leaver	Stayer	Mover	Leaver	Stayer	Mover	Leaver
Planning During the School Day	28.5%	37.2%	37.8%	38.8%	37.7%	39.3%	32.7%	25.1%	22.9%
Being Observed by My Mentor	18.1%	22.7%	23.1%	72.8%	69.1%	69.2%	9.1%	8.2%	7.7%
Planning Instruction with My Mentor	29.6%	38.6%	41.1%	44.1%	40.9%	41.1%	26.3%	20.5%	17.8%
Having Discussions with My Mentor About Teaching	3.1%	5.1%	6.5%	43.4%	49.8%	49.9%	54.5%	45.1%	43.6%

Note: The sometimes category includes responses ranging from less than one per month to several times per month

Given the return on investment of supporting high quality induction—\$1.66 for every \$1 invested according to a recent New Teacher Center study—and the gains in teacher retention and teacher effectiveness, the task force must consider ways to ensure that new teachers are more systematically supported across North Carolina.

Summaries of Representative Mentor Programs

The 2003 Budget Bill contained a special provision to allow LEAs flexibility in the use of mentor funds. LEAs approved for the flexible use of mentor funds are required to submit annual reports on their programs. Summaries of several representative programs follow.

Cabarrus County Schools

The Cabarrus County Schools designed a program to:

- Provide a very strong support system for new teachers;
- assign an individual mentor who meets weekly (and usually more often) with the beginning teacher;
- Provide a lead mentor at each school who oversees the beginning teachers and mentors at the school site and serves as a liaison between the Assistant Director of Human Resources who coordinates the systemwide mentor program;
- Provide lead mentor led monthly support meetings and staff development sessions with beginning teachers and their mentors and;
- Assign one administrator at each school to work specifically with beginning teachers.

The program served 371 beginning teachers. The following activities and services were provided:

- A five-day new teacher orientation that includes two days for new teachers to work with their mentors at the school site
- System wide lead mentor meetings by grade level to plan and coordinate activities/staff development for beginning teachers

- Monthly support/staff development sessions held at each school site and conducted by lead mentor
- Mentor logs turned in and monitored monthly
- Funds provided for substitutes for beginning teachers to observe other teachers and for mentors to observe beginning teachers
- Local stipend provided for lead mentor

The Cabarrus County Schools mentoring program is a very strong, multi-level support system for beginning teachers. It is effective because there is system-wide coordination, planned and relevant staff development based on the needs of the new teachers, support meetings held at the school sites, effective leadership by veteran teachers who serve as lead mentors, dedicated, caring teachers who serve as mentors, and administrators who are committed to making sure the beginning teachers are successful.

Camden County Schools

The Buncombe County Schools designed a program to:

- Focus on developing relationships with their BTs; consistent and on-going support for all BTs
- Provide monthly meetings designed to provide support, listen to concerns, and celebrate victories
- Provide mentor training each year prior to the beginning of school year to keep mentors up to day on current policies and inspire them to support their BTs
- Provide daily (sometimes hourly) contact and support for BTs

The program served 15 beginning teachers. The following services and activities were provided:

- Member of the Northeast Collaborative to Support New Teachers
- Monthly reflections at each BT meeting
- Support coach program/training
- Website for support coach with best practices for supporting BTs
- Drive-in conference in October with mini-sessions for BTs
- New Teacher Retreat each April at Atlantic Beach
- Model Teacher Education Consortium member
- New Teacher Conference in September with Harry Wong, State TOY, etc

Outcomes and conclusions of the program indicated the following:

- High marks on BTSP surveys
- High ratings on the TWC Survey
- Low teacher turnover rates (Avg. 6% for 5 years)
- Turnover with BTs due to factors beyond our control (moving due to marriage, Coast Guard transfers, etc.)by providing solid, positive, on-going support through mentors teachers who care.

Due to the small size of our LEA, we know what is working from informal feedback prior to conducting formal evaluations. We feel that our success is due to a personalized mentor and Beginning Teacher Support Program. We consider our mentoring program highly effective based on the comments we receive from BTs, high retention rate, formal evaluation of the program, and the TWC Survey.

Cleveland County Schools

Each Standard Professional 1 teacher is provided a mentor. Mentor assignments are made with consideration for same school, same grade level, and subject matter. Mentors are provided initial and yearly updated mentor training. Each mentor receives a Mentor Packet, detailing mentor criteria, mentor assignment guidelines, and evaluation of mentor assistance. Principals and Mentors of Year 1 and Year 2 beginning teachers sign a contract agreeing to follow responsibilities of support and guidance for beginning teachers. Mentors are only assigned one beginning teacher unless circumstances occur where a mentor must be assigned a Year 1 and Year 3 teacher or Year 2 and Year 3 teacher. No mentors are

assigned a Year 1 and Year 2 teacher. Mentors and beginning teachers must agree upon a "regular time" to meet at least one time a week for 30 minutes or longer. Each meeting is posted on a log, documenting the INTASC standards focused on for each meeting. Mentor logs are submitted to the Director of Personnel Development three times during the school year and are monitored the quality of service delivery. Beginning teachers meet monthly with the Director of Personnel Development and begin each meeting discussing the support and guidance received from their mentor and administrators. In addition, beginning teachers submit monthly reflections, including the number of meetings with their mentor, the INTASC standards discussed, and any problems experienced with their mentor. At the end of the school year, a celebration and appreciation dinner is held to honor all Year 1 beginning teachers, mentors, and administrators.

The program served 163 beginning teachers. The following services and activities were provided:

- One-on-one assignment of Mentors with Beginning Teachers
- School-based assignment of Mentors
- Well-Trained and Caring Mentors
- Supportive and Visible Administrators
- On-going support and monitoring of program from District Director
- Mentor Logs submitted on a regular basis to monitor service delivery from Mentors
- Contracts for Mentors and Administrators (Year 1 and Year 2 Mentors for accountability of Mentor pay)

Cleveland County reported the following outcome data and conclusions:

- Retention Data of Beginning Teachers for the last four years
 - 2004-2005= 84%
 - 2005-2006= 88%
 - 2006-2007= 88.89%
 - 2007-2008= 89.35%
- Mentors desiring to be trained each year and to remain the mentor for three years with the same Beginning Teacher
- End of Year surveys from Beginning Teachers, Mentors, and Administrators

Edenton-Chowan County Schools

The Edenton-Chowan County Schools designed a program to assign classroom teachers as mentors. These classroom teachers must be exemplary veteran teachers and trained with the state model.

- Mentors are matched with BT based on grade level and content when possible and located within the same school
- Since BTs are required to participate in a three year induction period our system exceeds state requirements and funds mentors for third year BTs as well as first and second year BT's

The program served 27 beginning teachers.

Edenton-Chowan also provides a five-day orientation for new teachers, with four of those days focused at school level to allow new teachers to learn culture, philosophy, vision, procedures, routines, etc.

Five Day Schedule:

- Day 1 is System Day - System Vision/goals, policies, support services, state and local expectations, etc.
- Day 2 is Principal's Day - philosophy, vision/mission/goals/expectations, professionalism, programs, teacher evaluation, attendance, grading, common assessments, schedules, procedures
- Day 3 is focused on classroom management - philosophy of discipline, steps/procedures involved with discipline, forms for referrals, scenarios of referrals from minor to severe, master teachers share their classroom discipline plans

- Day 4 is Mentor/BT Day - guideline of items to be discussed is given to mentor (i.e. classroom arrangement, curriculum and pacing guides, 9 week assessments, lesson planning, grading, observations, media center procedures, etc.)
- Day 5 is Planning Day for teacher - BT is given a checklist of tasks to be accomplished
- Pay stipend for mentors to meet with BT on Day four of New Teacher orientation. Mentors introduce BT to school, resources, "way we do business", routines, handbook, pacing guides, expectations, and assist BT with room set up, lesson planning, and analyzing SCS
- Hire substitutes to provide release time for BT's to observe (followed by conference) other teachers/mentor and for mentors to observe BT
- BT's required to attend monthly Teacher Talk meetings - a time to network with other BT's, share accomplishments and challenges with peers, participate in sessions focused on topics relevant to BT's needs (i.e. classroom management, differentiated instruction, technology, literacy strategies, etc.)
- Mentors and BT's meet jointly in October to work on development of BT's
- IGP
- Through our participation in NE Collaborative, we offer fall and spring conferences for BT's - opportunities for staff development, networking with other beginning teachers in our region
- BT Coordinator serves as a coach, along with mentor, to support BT during their first three years (i.e. classroom observations, conferences, providing resources based on needs, direct BT to appropriate staff development)

Edenton-Chowan reported the following outcomes and conclusions:

In a 2006-07 summary report for Edenton-Chowan Schools from N. C. State University SUCCEED Program (Beginning Teachers' Perceptions of Success Survey) 100% respondents (BT's) reported they had a mentor assigned to them. Of the items assessed in the Mentor Support factor, respondents highest rated items were related to my mentor is empathic, working with the mentor has been a positive experience, and mentor provided assistance with classroom management and instructional concerns. Further, respondents felt like they were treated as professionals, and that they had autonomy in making decisions about their classroom instruction. This survey was given to the 13 school systems in the NE Collaborative. Edenton-Chowan respondents rated all items related to mentor support and New Teacher Support Program higher than the other participating school systems.

In a 2007-08 local BT survey, 100% of BT respondents reported they had a mentor assigned to them in their first, second and third year teaching in the Edenton-Chowan School System. 96% strongly agreed that the mentor relationship was important to them and 93% strongly agreed that working with their mentor had been a positive experience. 93% somewhat or strongly agreed that the mentor provided them support with the development of their IGP.

In the 2007-08 working conditions survey the respondents were above the state average in:

Have a strong New Teacher Support System

Edenton - Chowan 83%, State 67%

Assigned a mentor

Edenton-Chowan 100%, State 90%

Mentor provided effective support in instructional strategies

Edenton-Chowan 86%, State 76%

Mentor provided effective support in curriculum and subject content I teach **Edenton-Chowan 89%, State 66%**

Mentor provided effective support in classroom management/discipline strategies **Edenton-Chowan 83%, State 76%**

Mentor provided effective support in completing products or documents required of BT

Edenton-Chowan 86%, State 70%

Mentor provided social support and general encouragement

Edenton-Chowan 87%, State 85%

Mentor and BT located in same building

Edenton-Chowan 100%, State 83%

Mentor and BT in same content area

Edenton-Chowan 68%, State 54%

Mentor and BT on same grade level

Edenton-Chowan 66%, State 56%

Mentor and BT had discussions about teaching almost daily/once per week **Edenton-Chowan 66%, State 51%**

When asked about proportion of success as BT attributed to mentor experience **Edenton-Chowan 89% responded some, quite a bit, or great deal, state 74%**

Franklin County Schools

Franklin County Schools uses classroom teachers to provide mentor services to their beginning teachers. These mentor have participated in a full semester of mentor training with the opportunity to have conversations with other mentors during their initial mentoring experience. Additionally FCS hires master teachers (retired) to provide support to all first year teachers. These master teachers are in the BT's classroom monthly or bi-monthly to observe, give feedback, teach demonstration lessons, accompany field trips, and support the BTs.

The program served 146 teachers. Franklin County reported the following program justification and outcomes as a result of their beginning teacher support program:

Research shows that the more layers that are provided for support of new teachers the more likely they are to remain in teaching. That fact is supported with our numbers since we have added the layer of master teacher support and monthly support meetings focused on classroom management and teaching strategies. This has been in effect for four years.

Numbers of new teachers over the last four years:

	04-05	05-06	06-07	07-08	08-09
BT1s	107	90	74	54	43
BT2s	55	72	53	63	42
BT3s	30	40	69	61	51
Totals	192	202	196	178	136

FCS's Mentoring Program is in large part responsible for a rising retention rate among beginning teachers. They are provided with daily support by mentors, bimonthly support by master teachers, and monthly support from the BT coordinator and other FSC employees.

Greene County Schools

Greene County Schools designed their program to provide mentors for each ILT 1, ILT 2, and ILT3. The ILT 1 and 2 mentors are paid 100.00 each month. The mentor is required to have had mentor training and must sign a mentor agreement stating their responsibility as a mentor. The ILT Coordinator observes all ILT 1's informally before their first formal observation for extra support. The ILT Coordinator also meet with each ILT individually a minimum of four times a year for extra support. Each of our mentors are assigned to an ILT in their grade level or subject area if at all possible. Mentor Contact logs are still required by all ILTs and Mentors. Our Mentors are required to meet once a week for a sit down conference with their ILT. This does not include any other in between meetings. Our mentors are also required to review certain books recommended by the Administration. The mentors also meet with the ILT Cordinator for the development of the ILT's IGP and at the end of the year for review of the

completion of the IGP. Each mentor has only one ILT 1 or 2. The one on one experience is a critical aspect of this program.

The program served 46 beginning teachers. The following activities had a positive impact on the program's effectiveness:

- One on one mentoring
- Same subject or grade level
- Strong mentors with training
- ILT Coordinators work with ILT's and mentors one on one.
- Only 1 ILT assigned to each mentor

The outcomes and conclusions for the program indicated the following:

- Our loss of new teachers has declined over the past few years. This past year we only lost 4 ILT's. The reasons for these teachers leaving had nothing to do with lack of support from the County.
- Surveys that the ILT's did at the end of the year showed how much the mentor played a part in the ILT Support Program.
- We are still training teachers to be mentors. We had 5 trained this summer.

Moore County Schools

Moore County Schools provide beginning teachers support by using trained full-time classroom teachers as mentors. These trained mentors receive an annual update as needed. These sessions provide training in understanding the various roles required of a mentor, effective coaching practices, and methods of working collaboratively with colleagues at the school system and community levels. Mentors and first- and second-year beginning teachers meet at least four hours per month to share ideas in developing the instructional skills and knowledge of the beginning teacher. Monitoring the mentor's support is accomplished by the review of mentor logs, which document the interactions between the mentor and the beginning teacher addressing the Interstate New Teacher Assessment and Support Consortium standards (INTASC). Annually, new mentors receive training using the program designed by North Carolina Department of Instruction.

The following numbers reflect the beginning teachers as of October 1, 2008:

First Year Teachers: 38

Second Year Teachers: 44

Third Year Teachers: 37

In order to meet the professional needs of these beginning teachers, the following activities were utilized:

Mentor Training Sessions

Because of the number of beginning teachers employed 2008-09, three separate options for training mentors were provided to ensure that all schools had the appropriate number of trained mentors needed to support their beginning teachers. These three options included a class that met on Saturdays, a class that met during after-school hours, and a class that met on three full school days with the principal providing substitute coverage. The flexibility of these options enabled more teachers from schools with greater mentor needs to be trained to support beginning teachers. It also provided a choice of training sessions tailored to their particular work schedules.

School-Level Monthly Seminars

Monthly seminars are held at some schools for beginning teachers and mentors. These seminars address the particular needs unique to the teachers at that school site. Topics include classroom management, school policies and procedures, parent and community collaborations, and instructional technology training. These meetings also are important, as they provide opportunities for interactions between the mentors and beginning teachers of that site.

Informal Coaching Observations

Mentors conduct informal observations with the support of the administrator at the school who ensures time for them to take place. These observations provide the beginning teacher with a forum for reflection and support via discussion of their classroom practice separate from the formal observation process. This dialogue helps to refine the beginning teacher's practice through the modeling and/or coaching provided by the mentor.

The following outcomes/evidence are indicators that the Moore County beginning teacher program is meeting its goals:

Goal 1: To provide an orientation for beginning teachers addressing system-wide goals, school-level objectives, and professional expectations of teachers

Evidence: The beginning teachers and mentors attend the third day of new teacher induction at their school sites. This induction provides the mentors the opportunity to clarify and expound on the information received by the beginning teachers during the first two days of induction. This early interaction between the beginning teacher and the mentor also strengthens the collaborative nature of their relationship that will benefit the beginning teacher throughout the year.

Goal 2: To ensure that mentors and beginning teachers are receiving accurate/necessary forms and other information

Evidence: Forms and other documents are now accessible from the district's website.

Goal 3: To monitor the type of support beginning teachers receive from their mentors

Evidence: Mentor logs submitted to Human Resources are monitored for the interactions between the mentor and the beginning teacher. Mentors indicate which INTASC standards are addressed as they work with their beginning teachers. Documentation of the support from administration and mentors is evident on various other documents, including Individual Growth Plans, teacher observations, and Summative evaluations.

Goal 4: To provide opportunities for beginning teachers to address and receive support on identified areas of their practice

Evidence: Several schools organize monthly beginning teacher/mentor seminars based on the individual and/or site needs of the beginning teachers. The Specialist for Human Resources Support and/or district-level personnel assists in providing information in these seminars.

Goal 5: To provide various levels of support for beginning teachers

Evidence: In addition to support from administrators and mentors, the Specialist for Human Resources and the Executive Director for Human Resources provide individual or school services as requested.

Goal 6: To provide flexibility in mentor training

Evidence: Usually one mentor training class is provided either once yearly or once per semester. This year, three separate mentor training classes on different schedules were provided. One exclusively on Saturdays, one after-school, and a third class during the school day accommodated the varying schedules of teachers.

Perquimans County Schools

The Perquimans County School System has a beginning teacher support program that relies heavily upon current classroom teacher serving as mentors to beginning teachers. There is a high level of accountability on the part of both mentor and mentee. The program currently serves 27 beginning teachers. During the school year the following activities take place:

- All first and second year beginning teachers are assigned a trained mentor. The mentors sign a contract agreeing to provide specific support and they get \$500.00 a year for supporting their BTs.
- All third year beginning teachers are assigned a buddy. Their services are in-kind, but mentor/mentee logs and assistance with IGPs are still required.
- All Beginnings Teachers are required to attend eight monthly Teacher Talk Support Sessions. Mentors are required to attend four of these sessions.
- Our system is a member of the Northeast Collaborative to Support Beginning Teachers. This is an excellent district support program.
- That provides a fall drive-in conference and a spring beach conference.
- This group provides resources for mentors and beginning teachers
- Our system is a member of the North Carolina Model Teacher Education Consortium and they are very helpful in providing tuition and praxis services for our beginning teachers (especially the lateral entry teachers).
- All mentors are required to complete the NC 24-hour mentor training. Mollie Henderson usually provides the training. Our LEA also provides other opportunities for mentors to get staff development. We have a strong National Board program and Peer Coaching program that many of our mentors take advantage.

Perquimans County reported the following outcomes and conclusions:

- TWC results state that 93% of our BTs use their mentors effectively.
- Survey done by East Carolina University Payne Foundation showed BTs felt they were getting good support from central office, principal and mentor.
- Mentor and Mentee Log Sheets show the program is working.
- Individual Growth Plans are another artifact that shows the mentors and BTs are working together for professional growth and student achievement.
- Plus/Delta forms at the end of each Teacher Talk Session tells us that our Mentor/Mentee program is working.
- Reflection Forms are also used to gather feedback

Randolph County Schools

In Randolph County we truly believe that a one-on-one Mentor/BT relationship works best. We have worked extremely hard to provide ongoing Mentor Training for our teachers and believe it has evolved into a very solid program for us. We consider becoming a Mentor an important step in developing leadership skills for our teachers. Many of our former BTs are now actively participating in the Mentor role in order to enhance their leadership skills and give back to their profession.

The program served 223 beginning teachers.

Mentee Support:

Beginning teachers who are hired by the Randolph County Schools participate in a three to ten day Beginning Teacher Induction before their school year begins. (Three days for teacher education hires and ten days for lateral entry hires.) These days are carefully planned and facilitated in order to incorporate a variety of topics including: licensure, school system policy/procedures, classroom management, lesson planning/NCSCOS, utilizing resources, etc. Lead Teachers, Lead Mentors, Directors and Administrators assist the Coordinator for Personnel Support with facilitating these sessions. On the last day of Induction, the beginning teacher and his/her Mentor spend most of the day at the school site so the Mentor and beginning teacher may become better acquainted and the beginning teacher can become acclimated to their school. During Induction each beginning teacher is given an extensive Beginning Teacher Handbook and a copy of The First Days of School by Harry Wong and 101 Answers for Beginning Teachers and Their Mentors by Annette Breaux. Additionally, second-year beginning teachers are given

a copy of *Seven Simple Secrets* by Annette Breaux. Lead Mentors and Mentors use these resources throughout the school year with Beginning Teachers for book talks and discussion group topics for their monthly meetings.

Mentor Support:

Beginning teachers are assigned a Mentor teacher to assist them throughout the school year and documentation of these meetings is required. Mentors document their meetings with their beginning teachers on a monthly Verification Form that is submitted to our district's payroll department. Randolph County Schools also has a Lead Mentor support system in place in order to assist beginning teachers, other Mentors and administrators by providing monthly support sessions at school sites. In addition, they are available to assist in other avenues of support as deemed necessary by their administrator or by the Coordinator for Personnel Support.

The following activities were also perceived to have a positive impact on the beginning teacher support program:

- BT/Mentor Monthly Support Sessions facilitated by Lead Mentors
- One-on-one Mentor/BT pairings
- BT/Mentor Support Sessions facilitated by Curriculum & Instruction Department & Personnel Department
- Lead Mentor Partnership through Wachovia Grant (UNCG)/Lead Mentor Program in our district
- Any support opportunities provided by the Piedmont-Triad Education Consortium & the NC Model Teacher Education Consortium

Other Selected Mentor Models

The *Santa Cruz New Teacher Project*, a 16 district consortium led by the University of California-Santa Cruz, has been nationally recognized as an effective teacher induction program. Reports indicate that only 5 percent of participants in the project have left the teaching profession after 14 years.

The program uses full-time mentor teachers, who are exemplary veteran teachers on-loan full-time from participating districts for a period of two-three years. The mentors are matched with beginning teachers based on grade level and subject matter expertise. Mentors meet weekly with each first and second year teacher for approximately two hours before, during, or after school providing mentees context specific support.

The beginning teachers participating in the project receive release days for observation of other teachers, curriculum planning, and self-assessment. They participate in a monthly seminar series that serves as a network where these novice teachers share accomplishments and challenges with peers. Special attention is paid to literacy, language development, strategies for working with diverse student populations, and the needs of English language learners.

Throughout the school year, mentors and beginning teachers collaborate to meet the beginning teacher's immediate instructional needs while working towards the self-identified professional growth goals. Collaborative Assessment Logs record the teacher's progress from week to week, and various items representing the teacher's learning and/or growth of their students in relation to professional goals are collected.

Mentors receive two-three days of training at the beginning of the program, followed by weekly staff development sessions at which mentors have the opportunity to discuss challenges related to their work, examine and analyze data of teacher practice, and practice observation and coaching skills. Training is

provided in the areas of literacy development, coaching and observational skills, giving feedback, equity pedagogy, and group facilitation skills.

The cost of the Santa Cruz New Teacher Project is \$3,443 (state) + \$2,500 from the New Teacher Project per teacher.

Additional information on the Santa Cruz program can be found at the National Conference on Teacher Quality: Exemplary Practices for Mentoring New Teachers website:
www.ed.gov/inits/teachers/exemplarypractices/d-1.html.

The full-time mentoring programs in the Charlotte-Mecklenburg Schools and Durham Public Schools are based on the Santa Cruz model.

The ***Louisiana Teacher Assistance and Assessment Program*** (LaTAAP), a state-mandated initiative, supports new teachers by providing them with a formal two-year program of mentoring and assessment for certification. At the beginning of the teacher's first year of experience in a Louisiana public school classroom, he/she is assigned a mentor or mentor support team by the building principal or school system. Mentors and new teachers have a minimum of 30 contact hours per year, meeting on a weekly basis. They are matched by grade level and by subject areas when possible. Legislation requires common planning time and collaboration between mentors and new teachers, but this is not always possible. Mentors give critical feedback after periodic observations and help new teachers create a professional development plan. During the second year, the new teacher is also assigned an assessment team consisting of the principal or principal designee and an assessor from outside the building. The beginning teacher submits a portfolio to the assessment team and each assessor observes once to collect data upon which to base the team's certification recommendation. The LaTAAP program includes specific teaching criteria and structured guidelines throughout the program to ensure a standardized process of mentoring and assessment. New teachers who completed the Louisiana Teacher Assessment Program consistently rated the assistance and support of their assessors, particularly experienced teachers, as one of the strongest parts of the program.

LaFIRST (Framework for Inducting, Retaining, and Supporting Teachers) is a separate, voluntary induction program also administered by the Louisiana Department of Education. It provides support in school districts or parishes that apply for and receive state grant money. The LaFIRST program's goal is to supplement and expand the activities of LaTAAP but not to replace it. Districts decide the structure of their own programs.

Tangipahoa is a poor, rural parish in Louisiana. Its LaFIRST program supplements the work of the LaTAAP mentors with four full-time and four half-time mentors who were hired in 2003–04 and trained to assist new teachers, including special education teachers. These mentors receive the LaTAAP Assessor and Mentor Trainings, Tangipahoa FIRST mentor training, and monthly follow-up training by the program coordinator. Each full-time mentor is assigned approximately 18 beginning teachers.

In all Tangipahoa FIRST training sessions, teachers are grouped together by grade and subject level to encourage ongoing interaction and networking. Through a program called FIRSTTech, Louisiana maintains a Blackboard website where it posts training materials and links to teacher resources. New teachers can use the site to participate in online discussions about teaching.

Tangipahoa reported 100% retention of certified teachers in 2002-03. They cite the strong administrative support at the school and district levels for the program as critical to its success.

The ***South Carolina Mentoring and Induction Program*** requires that all school systems present a written, detailed induction plan to the State Department of Education and receive approval prior by the

State Board of Education prior to the implementation of the plan. Each school system must appoint a induction and mentoring coordinator to oversee development and implementation of the plan. Two specific objectives drive the program: 1) to provide a meaningful induction experience for beginning teachers and 2) to provide professional support from qualified, trained and appropriately assigned mentors for these induction teachers as well as for annual-contract teachers who require diagnostic assistance or are scheduled for ADEPT formal evaluation. Plans are due on May 1 of each year. Continuing professional development is required of all mentors. Upon completion of advanced training, mentors enter a five-year cycle in which they must complete a minimum of 15 contact hours of professional development activities related to mentoring. Mentor training is based on the program developed by the New Teacher Center at the University of California Santa Cruz.

The *Texas Beginning Educator Support System* is a statewide program begun in 1999 with a pilot serving 988 teachers. It is now in place in every region of Texas through way of partnerships. In some districts, TxBESS complements existing support programs, in others, it helps to improve them. TxBESS serves a great percentage of teachers in economically challenged areas. The local district is responsible for teacher orientation and a minimum of five days of release time for new teachers and mentors. Mentors observe in the classroom at least twice each semester with follow-up conferences. Teachers are trained in district policies, school and community needs, student assessments, instructional strategies, curriculum assistance and use of instruction media. A formative assessment used for the professional development of new teachers is the TxBESS Activity Profile (TAP) aligned with the Examination for the Certification of Educators in Texas (ExCET). Collaboration with faculty from teacher preparation programs has led to greater alignment between state standards and teacher preparation goals.

Impact studies found that program participation improved retention of beginning teachers, especially in minority groups and high school teachers for each of their first three years on the job. Since 1999, more than 10,000 beginning teachers in over 300 school districts have been supported by TxBESS. After the first year of the program, 89.1% of participants returned for a second year while 81.2% of non-participants returned. After the second year, 82.7% of participants remained, while only 74.3% of non-participants did so. After the third year, the percentages were 75.7% for remaining participants and 67.6% for non-participants. In addition, mentors reported important benefits to their own professional development after participation in TxBESS.

The *Toledo Plan*, adopted in 1981, was the first “peer review” established for the induction and evaluation of teachers in the United States. It came about after a decade of negotiations between the district and the Toledo Federation of Teachers (TFT). The Toledo Plan is a district-wide requirement, lasting two semesters, for all first-year teachers and for experienced teachers who are new to teaching in Toledo. In it, mentees, called interns, are evaluated frequently by mentors, called consultants. The consultants must write six or seven formal reports per participant, per semester. The plan has two parts: the intern component and the intervention component. Interns are recommended or not for employment at the end of the year by the consultant to the Intern Board of Review. Intern consultants make classroom observations two to three times a month and then meet to discuss the results. Consultants are released full-time from teaching responsibilities, but interns and veteran participants are not. Veteran teachers considered to be struggling by the principal or by the teacher’s union must participate in the intervention component. Veterans who do not improve often choose retirement or resignation rather than the lengthy intervention process. Others may not have their contracts renewed. About two-thirds of interventions and assistance fail to improve instructional practice, but the number of interventions is slowing declining.

Between the establishment of the Toledo Plan in 1981 and the 2000-01 school years, 3,025 teachers were placed in the intern program. Of these teachers, approximately 8.5 percent did not have their contracts renewed for a second year. In spite of the fact that one of Toledo’s most important goals was/is to remove ineffective teachers from district schools, a Harvard study found higher teacher retention rates in Toledo than in other comparison Ohio districts. The plan has been copied by school districts in California,

Indiana, Michigan, Minnesota and New York as well as by other districts in Ohio. In the year 2001, the Toledo Plan received the “Innovations in American Government Award, sponsored by the John F. Kennedy School of Government at Harvard University and the Council for Excellence in Government.

The National Governor’s Association Center for Best Practices Issue Brief on Mentoring and Supporting New Teachers (January 9, 2002) reports that using the Toledo Plan model, Columbus, Ohio retained 98 percent of its first year teachers. It also reports that a short time ago, Seattle lost half of its new teachers every five years. After implementing an induction program based on the Toledo model, the retention rate rose to more than 90 percent. And finally, Rochester, New York’s teacher turnover rate decreased by 70 percent when the city started an induction program modeled after the one in Toledo.

The *Center for the Support of Beginning Teachers (CSBT)* is housed in the College of Education and Allied Professions at *Western Carolina University*. Established in 2005 by Western's Board of Trustees, the Center is designed to provide support to Western North Carolina school systems in their efforts to prevent beginning teachers from experiencing "career burnout" and leaving the profession.

Support options for new teachers, mentors and principals are tailored to the region - developed by the Center in collaboration with Western’s School-University Teacher Education Partnership (SUTEP) and Beginning Teacher Coordinators from the region. Program components build on the successes of past grant-funded initiatives as well as recommendations from beginning teacher, mentor, and principal focus group and online surveys.

Beginning teachers want and need a variety of supports - emotional, procedural, technical and instructional and no one person can provide all these supports. CSBT induction activities include face-to-face meetings complemented and enhanced by an electronic network developed for beginning teachers; ongoing professional development for mentors; and opportunities for principals to focus on their role in new teacher development. The Center provides a comprehensive approach that includes support, practice, feedback, and evaluation collaboratively delivered by the school systems and university.

Professional Development

Beginning Teacher Induction Symposium The Induction Symposium brings together first year teachers from WNC school systems to Western’s campus. Held in August, the symposium satisfies two of three professional development days required of new teachers.

Mentor Training – Western's mentor training follows the state-approved 30 hour program which includes outside assignments in addition to the 3 days on campus. The program places an emphasis on learning and applying the North Carolina Mentor Program Standards that foster the professional growth of new teachers. Training in the NC Teacher Appraisal Instrument, Individual Growth Plan, and licensure requirements are included.

Advanced Mentor Training (for those who have completed the 30-hour program) provides an opportunity for mentors to reflect on the mentoring process, improve communication and coaching skills, and identify strategies to move beginning teachers toward standards-based practice. The two-day training also includes a review of NC beginning teacher requirements.

E-mentor Training An opportunity for mentors and Western’s faculty to use communications technology as a platform for coaching and establishing learning communities for beginning teachers. Participants learn strategies for creating “practice-centered conversations” online to stimulate reflection and foster collaboration among new teachers, mentors, and faculty members.

Principals may participate in professional development opportunities focusing on beginning teacher support. Faculty in the Department of Educational Leadership and Foundations at Western, along with principals from the region facilitate the workshop. Session topics include:

- Beginning teachers: What do they need from their principals?
- Growing our own: How can we support and retain good teachers?
- Making it work: Strategies for providing the best support to beginning teachers!

CSBT Online Network

Participating beginning teachers use the CSBT Online Network Portal to share with colleagues both within their school system and across the region. Features of the site include:

- Professional learning communities – online collaborative teams where beginning teachers working in similar settings can come together virtually to discuss concerns and seek coaching and guidance from their peers, mentors, and university faculty.
- Weblogs – space where new teachers can reflect on their own experiences and developing expertise as well as compare and comment on the experiences of others.
- Resources – annotated list of websites, sample lesson plans, and classroom management tips

Research and Evaluation

Online surveys for beginning teachers, mentors, and principals, developed at the request of Beginning Teacher Coordinators, evaluate the effects of induction programs on teacher retention and inform future professional development. Scaled and open-ended questions are included and responses are analyzed in conjunction with retention data made available through NCDPI. Comparisons of perceptions among new teachers, mentors, and principals are made on common survey items.

Evaluation data are used by CSBT to sponsor and conduct research to determine the effects of induction and alternative entry programs on teacher retention and new teacher development. Research projects in progress:

- Effects of online support on retention
- Principal support
- NC TEACH retention
- Joint research project with McGill University

From the Center for Teaching Quality

The Center for Teaching Quality (*Teaching Quality Across the Nation: Best Practices and Policies, June 2006*) cites seven ways in which school systems can better support new teachers. These are:

- Schedule release time for both mentors and novice teachers to ensure they have frequent and consistent opportunities for common planning and observation.
- Consider allowing expert teachers full-release from teaching duties for several years to work as full-time mentors.
- Maintain low ratios of mentors to novice teachers and pair them appropriately. Novice teachers need building-level curriculum support from a mentor on the same grade level and in the same subject areas.

- Assign new teachers appropriately. Give new teachers reduced teaching loads and lower numbers of special needs students.
- Hire new teachers earlier in the hiring process, and provide sufficient time and resources for novice teachers to begin their professional careers.
- Create and coordinate a district wide network of new teachers.
- Collaborate with university education programs to provide ongoing, consistent training to new teachers. Employ university faculty as school-based advisors.

Recommendations

It is recommended that:

1. The State Board of Education continue to allow school systems the flexibility to use mentor funds in ways to best support beginning teachers based on the needs of the LEA.
2. Funding be provided for a full-time Beginning Teacher Support Program Coordinator (Initial Licensure Program Coordinator) for each LEA.
3. Funding be provided for a full-time mentoring program at a ration of one mentor teacher per 15 beginning teachers.

Rationale for Recommendations

In the past several years, the State Board has convened several ad hoc committees to consider issues related to teacher recruitment and retention. Two of these committees made recommendations related to mentoring beginning teachers.

The recommendations of the Select Committee on Lateral Entry, co-chaired by SBE member, Mr. Wayne McDewitt and President of Bell South North Carolina, Ms. Krista Tillman, included the recommendation that:

The State Board should seek funding from the General Assembly to provide full-time mentors for all teachers with three or fewer years of teaching experience, but particularly lateral entry teachers. A ratio of 1 full-time mentor per 15 beginning teachers should be requested.

The recommendations of the Task Force on Teacher Retention, chaired by SBE Vice Chairman, Dr. Jane Norwood, included the recommendations that:

At a minimum, the State Board of Education should seek reinstatement of funding for mentors for all beginning teachers for their first three years of teaching. Additionally, the State Board of Education should seek funding for a full-time mentor program at a ratio of 1 mentor per 15 beginning teachers. All beginning teachers, regardless of funding source, should be included in the allotment. While local systems should have the flexibility to design mentoring programs that best meet their needs, the State Board should establish guidelines for local systems to receive funding for the full-time mentoring programs.

The State Board of Education should seek funding for a full-time Initial Licensure Program Coordinator at the LEA level.

As reflected in The National Governor's Association Center for Best Practices Issue Brief on Mentoring and Supporting New Teachers (January 9, 2002) "mentoring and release time are often cited as two of the most critical components of an induction program" (p.4). Citing the NEA Foundation for the Improvement of Education, Creating a Teacher Mentoring Program (Washington, DC; NEA Foundation for the Improvement of Education, 1999), the NGA Issue Brief indicates that data from the National Center for Education Statistics strongly suggest that the benefit of mentoring is linked to the amount of time that a mentor and beginning teacher work together. Only 26% of beginning teachers who work with their mentor "a few times a year" report substantial improvements in their professional skills; in contrast, 88 percent of those who work with mentors at least once a week believe the relationship has major benefits. This supports the feedback that has been received from BT Coordinators, personnel administrators, mentor teachers, beginning teachers, and school administrators in North Carolina when asked how the mentoring program can be improved. To improve the quality of North Carolina's mentoring program, beginning teachers and their mentors need time to work together; beginning teachers need time to observe master teachers; school administrators need time to observe and provide assistance to beginning teachers. The program also needs to be appropriately funded.

The National Governor's Association Center for Best Practices has indicated that "a simple formula for estimating the cost of replacing an individual teacher is 25 percent to 35 percent of annual salary plus benefit costs." It also has suggested that "funding teacher induction programs at a level of up to \$5000 per teacher (in 1990 dollars) is more cost-effective than paying for programs to replace teachers who have left."

Attachment A

Retention of New Hires

Number of Teachers Employed for the First Time in NC

1995/96 – 2006/07

Type of Teacher (School Year)	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Beginning Teacher/No Experience	4,201	4,815	5,097	4,915	4,177	3,007	3,628	3,507	4,278	4,938	5,056	4,811
Lateral Entry Teacher	833	1,079	1,372	1,186	1,800	1,799	2,023	2,112	2,079	2,106	2,006	1,971
Emergency Permit Teacher	NA	NA	13	500	578	805	943	527	501	402	290	28
First Year in NC/But Has Experience (Teaching or Non-Teaching)	1,909	2,180	3,053	3,456	4,051	4,804	3,411	2,634	2,458	2,551	2,829	3,033
Total Employed as First Time NC Teachers	6,943	8,074	9,535	10,057	10,606	10,415	10,005	8,780	9,316	9,997	10,181	9,843

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years	% After 9 Years	% After 10 Years	% After 11 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%	42.6%	41.4%	41.2%	39.2%
	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%	48.8%	47.8%	47.1%	46.9%
	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%	29.4%	28.3%	28.7%	28.5%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	41.2%	39.5%	38.3%	36.5%	NA
	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	48.2%	46.6%	45.7%	45.1%	NA
	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	34.2%	33.4%	33.1%	33.8%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	35.6%	33.8%	32.7%	31.6%	NA	NA
	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	48.5%	47%	45.3%	44.8%	NA	NA
	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	37.6%	36.8%	36.9%	35.7%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	38.2%	35.8%	34.8%	33.4%	NA	NA	NA
	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	51.9%	49.5%	47.4%	46.0%	NA	NA	NA
	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	37.4%	37%	36.8%	35.6%	NA	NA	NA
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	42.3%	39.8%	38.5%	36.8%	NA	NA	NA	NA
	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	56.3%	53.5%	50.9%	48.9%	NA	NA	NA	NA
	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	43.4%	40.9%	40.7%	40.2%	NA	NA	NA	NA
2000-01	First Time Teachers in NC with Experience Credit	4,804	68%	55.7%	47.4%	45.6%	43.3%	40.9%	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,007	82.3%	72.1%	64.5%	59%	56.2%	52.9%	NA	NA	NA	NA	NA
	Lateral Entry teachers	1,799	74.4%	53.5%	49.7%	47.6%	45.1%	43.4%	NA	NA	NA	NA	NA

[illegible]

[illegible]

[illegible]

[illegible]

Attachment B

2006-2007

**Beginning Teachers as Reported by the LEAs
Numbers and Reasons for Leaving
(State Totals)**

